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The Role of Islamic Religious Education Teachers in Overcoming Students' Difficulties in Reading the Qur'an at Al Islam Ngemplak Middle School

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Abstract

This study examines the role of Islamic Religious Education (PAI) teachers in overcoming students' difficulties in reading the Qur'an at SMP Al Islam Ngemplak. The main objective of this study is to determine the role of PAI teachers and the obstacles faced in overcoming students' difficulties in reading the Qur'an. This study highlights various factors that influence students' ability to read the Qur'an, including psychological aspects, teaching methods, and learning environments. This study uses a qualitative approach. By taking the object at SMP Al Islam Ngemplak. Interview methods, participant observation, and documentation are used in collecting data in the field. The analysis method used is descriptive qualitative, namely data collection, data presentation, and conclusion. The results show that the role of PAI teachers is very crucial in providing guidance, motivation, and appropriate learning methods. Effective PAI teachers use a student-centered approach, utilize educational technology, and create a conducive learning environment. The findings of this study emphasize the importance of developing the professionalism of PAI teachers and providing ongoing training to improve their pedagogical skills in overcoming students' difficulties in reading the Qur'an. The results of this study are expected to provide insight for educators and stakeholders in efforts to improve the quality of Islamic religious education in schools.
Keywords: Role of Teachers, difficulties, reading the Qur'an

Introduction

According to Law Number 20 of 2003, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. As a teacher or educator, a teacher is one of the key elements in the success of educational activities. Therefore, the learning process requires the realization of multiple roles from teachers, which not only emphasize being a transmitter of knowledge and a transfer of skills, and is the only source of learning, but needs to be transformed into a guide, coach, teacher, and trainer which means teaching students (Fahyuni et al, 2016). The role and responsibility of Islamic religious teachers in education are very large. In the context of Islamic education, teachers are chosen not only for the acquisition of material knowledge but also for the transformation towards the formation of Islamic character in all aspects of Islamic education. Teachers must guide, train, and educate students about correct behavior. Teachers are people who have a very necessary role in the world of education. Teachers are expected not only to teach knowledge but also to facilitate and guide the development of thecharacter and personality of students. Teachers must have a character that reflects an exemplary teacher, using the Teacher Code of Ethics as a reference/guideline (Yenti, et al, 2023).

The Quran is the basis of Islamic law and a source of Islamic law that is beneficial to humanity. The Quran is the main book, the main reference for all references, the source of all sources of information, and all knowledge related to Allah and humanity (Husaini et al 2022). The Quran is the holy book of Muslims, the source of Islamic teachings, and the source of all knowledge, as well as the foundation of Islamic religious education. Muslims are taught to read the Quran fluently according to the rules of tajwid to understand the meaning and content of its verses and apply them in everyday life (Singgarani et al, 2021).

Therefore, teachers should manage and guide students to learn about religion, especially their love for the Quran. The ability to read the holy book of the Quran is a basic skill that every Muslim must have. The main key to the practice of prayer for every Muslim soul is the ability to read and recite the verses of the Quran. For this reason, Muslims and Muslim men must be able to read the holy book of the Quran well and accurately. In addition, if a Muslim cannot read the Holy Book of the Quran, then it will be a barrier to his worship (Paisal et al, 2022). One important aspect of Islamic Religious Education learning is reading the Quran, as the main source of Islamic teachings. According to Djalaludin (2004) quoted by Fudhali, the ability of Muslims to read the Quran extensively has recently decreased. This situation is increasingly concerning, especially among teenagers. This condition is thought to be caused by several factors, including the orientation of our society's thinking which directs us to think about practical knowledge and can support worldly life. (Fadholi, et.al, 2022) We still find that there are students of Al Islam Ngemplak Middle School who have difficulty reading the Quran properly and correctly. Based on the researcher's observations, this is due to the lack of human resources to manage the activity of reading the Quran in the sense that it is only the full responsibility of Islamic Religious Education teachers and the limited time allocation. The characteristics of students in reading the Qur'an include various aspects, such as the ability to read Arabic letters, understanding tajweed, motivation in reading the Qur'an, and consistency in reading practice. Knowing the characteristics of these students will help in designing learning strategies that suit their needs. In the process of Islamic religious education, the source of all knowledge comes from the teachings of the Qur'an.

The Qur'an is so important and special that many people flock to study it. Of course, there are stages in the learning process, starting from the most basic: learning to read fluently, and spelling each letter. However, in reality, not all students can easily read the Qur'an as expected by the teacher. This is due to the limitations of teachers, limited time allocation, and the different abilities of students. The importance of the role of Islamic Religious Education teachers in improving the ability to read the Qur'an can be seen in several previous studies. Ali mentioned in his research how the role of Islamic Religious Education teachers is in improving the ability to read the Qur'an (Ali, 2021) On the other hand, Ike emphasizes more on the teacher's efforts to improve students' reading and writing of the Qur'an. (Ikke, 2021) In another focus, Nardawati focuses on the role of Islamic religious education teachers in overcoming students' difficulties in reading the Qur'an. (Nardawati, 2021) Based on several previous studies, this paper focuses on the role of Islamic religious education teachers in overcoming students' difficulties in reading the Qur'an and what obstacles are faced at SMP Al Islam Ngemplak.

The purpose of this study was to determine the extent of the role of Islamic Religious Education teachers at SMP Al Islam Ngemplak in overcoming students' difficulties in reading the Qur'an and what obstacles they face. Therefore, the role of Islamic Religious Education teachers is very important in helping students overcome difficulties in reading the Qur'an. Islamic Religious Education teachers have in-depth knowledge of the Qur'an and its learning methods. They are responsible for creating a learning environment that supports, motivates, and facilitates students in overcoming difficulties in reading the Qur'an. However, although the role of Islamic

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Religious Education teachers is very important, there has not been much research that specifically explores effective learning strategies that can be applied by Islamic Religious Education teachers to overcome difficulties in reading the Qur'an.

Methods

This study uses a qualitative approach to explore the role of Islamic Religious Education teachers in overcoming students' difficulties in reading the Qur'an at SMP Al Islam Ngemplak. This research is a qualitative descriptive study. This approach was chosen to deeply understand the experiences, strategies, and challenges faced by Islamic Religious Education teachers in helping students who have difficulty reading the Qur'an. Qualitative descriptive research is research that produces data in the form of written or spoken words from people and observed behavior. (Anwar, et al, 2022). Descriptive research aims to describe and analyze phenomena that occur in the field in depth so that a comprehensive understanding of the role of Islamic Religious Education teachers in the context of teaching reading the Qur'an is obtained. This research was conducted at SMP Al Islam Ngemplak, which was chosen because this school has a structured Islamic religious education program that focuses on teaching the Qur'an. The subject of the study was the role of Islamic Religious Education teachers. The data in this study were collected through several techniques, namely interview methods, participant observation, and documentation used in data collection in the field. The analysis method used is qualitative descriptive, namely data collection, data presentation, and conclusion. (Linola, et. al, 2017) For data validity, source triangulation was carried out by comparing the results of interviews between one informant and another. With this research method, it is hoped that an in-depth understanding can be obtained regarding how Islamic Religious Education teachers at SMP Al Islam Ngemplak help students overcome difficulties in reading the Qur'an, as well as the supporting and inhibiting factors in the process.

Results

The Role of Islamic Religious Education Teachers in Overcoming Students' Difficulties in Reading the Qur'an at SMP Al Islam Ngemplak

Teachers are educators, who become figures, role models, and identification for students and their environment. Therefore, teachers must have certain personal quality standards, which include responsibility, authority, independence, and discipline. Regarding responsibility, teachers must understand values, moral and social norms, and try to behave and act according to these values and norms. Teachers must also be responsible for all their actions in learning at school, and in community life. In the process of fostering students' morals, Islamic religious education teachers play an important role in it. Therefore, Islamic religious education teachers as educators who have a moral responsibility not only to educate their intellectuals but also to form Islamic personalities in students. From the data obtained at SMP Al Islam Ngemplak Boyoali, the role of Islamic religious education teachers in overcoming students' learning difficulties in reading the Qur'an includes as listed in the table below:

Table 1. The Role of Islamic Religious Education Teachers

Role of Teacher	Description
Educator	Planning learning programs and implementing good and healthy interactions with students in overcoming difficulties in reading the Qur'an

Example	Instilling a culture of reading the Qur'an in schools so that this culture will help overcome students' difficulties in reading the Qur'an.
Facilitator	Providing adequate facilities for students to overcome reading difficulties, one of which is bringing in teachers from outside so that students are enthusiastic about reading the Qur'an.
Evaluator	Responsible for evaluating the results of students' Qur'an reading activities.

Factors Affecting the Ability to Read the Qur'an

The ability to read the Qur'an is one of the fundamental aspects of Islamic education. Various factors can affect students' ability to read the Qur'an, including the first is the level of reading intelligence, and background Intelligence is an ability that consists of three types, including the ability to face and adjust situations quickly and effectively, know relationships and learn them quickly. Everyone must have different levels of intelligence so it affects the ability to read. According to the Islamic Religious Education teacher at SMP Al Islam Ngemplak Boyoali, the following are factors that affect students' ability to read the Qur'an:

Table 2. Factors Influencing Reading the Qur'an

No	Factor	Description
1.	Ability in Language	Students have not mastered the hijaiyyah letters well.
2.	Interest and Attitude	Students have a low interest in reading the Qur'an.
3.	Habits in reading	Students are not accustomed to reading the Qur'an.
4.	Knowledge of reading procedures	Students do not yet have a good understanding of how to read the Qur'an according to Tajweed.
5.	Unstable emotions and attitudes	Students often rush to read so they don't understand what they read well.
6.	Experience possessed	Students lack knowledge about the Qur'an. How to read it correctly
7.	Ability to read the Qur'an	Students' abilities are still low due to a lack of time and teachers.

The ability to read the Qur'an is an advantage possessed by someone who is done by trying to understand and arrange symbols in the form of writing contained in the holy book of the Qur'an. The Qur'an is a book that is most widely and most often read and heard by people all over the world. At least five times a day for Muslims, both as individuals and as a congregation, the verses of the Qur'an are always read in every prayer service. The level of reading the Qur'an among Muslims varies. Some can read it perfectly fluently, some read it simply, and some cannot at all (Hamdani, 2017). In addition to the factors that influence reading the Qur'an, some obstacles can affect reading the Qur'an, including the inability to concentrate on reading and the ability to read quickly (Al Halim, 2018).

Reading activity is currently a very important thing in the Qur'an, so the first verse revealed in the history of the revelation of the Qur'an is surah al-Alaq verse 1 which contains a call to read. Before studying the Qur'an as a source of knowledge, it will be easier if students understand how to read the Qur'an with good and correct rules. However, the fundamental

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problem today is what if students from educational institutions which are Madrasahs have a slight delay in understanding the Reading and Writing of the Qur'an. Generally, someone will study the science of tajwid to understand how to read the Qur'an correctly and study Makhorijul Huruf and Shifatul Huruf so that the reading is correct and does not deviate from the true meaning. After having the ability to read the Qur'an, it will be easier to learn what is explained in it.

Discussion

According to Law of the Republic of Indonesia Number 14 of 2015 concerning Teachers and Lecturers, Article 1 paragraph 1 reads "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal, elementary and secondary education. The importance of teachers in learning activities is that teachers have an important role in education, where teachers greatly determine the success or failure of a learning process in achieving educational goals in micro, meso, and macro. In the hands of teachers, education is also able to underlie it, because teachers have the authority of the subject and object of learning. According to Tobroni (2015) Teachers in Islamic Education have several terms that have the same meaning "Ustadz", "muallim", "muaddib", and murabbi''. The term muallim, emphasizes teachers as teachers, conveyors of knowledge and science. The term mu'addib emphasizes more on teachers as educators of morality and morals of students by being role models, and the term murabbi emphasizes more on the development and maintenance of both physical and spiritual aspects with affection. The term that is commonly used and has a broad and neutral meaning is Ustadz which in Indonesian is translated as "teacher". The most important part of a teacher's job is to teach, as well as educate their students. Although teachers and Ustadz have the same meaning, in practice, especially in Islamic schools, the term Ustadz is used to refer to special teachers who have "deep" religious knowledge and experience.

In the national education system law (Sisdiknas, 2003 Article 35 paragraph 1), it is stated that national education standards consist of content standards, processes, graduate competencies, educational personnel, facilities and infrastructure, managers, financing, and educational assessments must be improved in a planned and periodic manner. Understanding the above that teachers are tasked as learning managers are required to have competency and professional standards, considering how important the role of teachers is in organizing content, organizing learning resources, managing the learning process, and conducting assessments that can facilitate human resources that meet national standards. In this regard, the goals and results achieved by teachers are mainly to stimulate student learning activities. Thus, student activities are expected to successfully change their behavior in a more advanced and positive direction. By the Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system, article I, it is stated: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state." The purpose of education is achieved if the role of teachers is maximized. The role of Islamic religious education teachers is the core staff who are directly responsible for fostering the character, personality, faith, and piety of school students. Islamic religious education teachers together with the principal and other teachers strive to optimize the school atmosphere that can foster faith and piety (imtak) in students through various program activities that are carried out in a programmed and regular manner.

The role of Islamic religious education teachers for students of Al Islam Ngemplak Middle

School in overcoming difficulties in reading the Qur'an is a teacher First, the role of teachers as educators, teachers as teachers are responsible for ensuring the implementation of learning in schools. He teaches in such a way that students can better understand the knowledge given to him. Teachers play a major role, especially in planning learning programs and implementing good and healthy interactions with students, one of which is overcoming the difficulty of reading the Qur'an for students. What is developed in schools must be able to go beyond learning and teaching and prioritize character culture and continuous learning that is in line with the principle of lifelong learning. (Susilowati et al, 2023)

Second, Teachers as Role Models, it is expected that every educator (teachers and employees) in educational institutions must have three things, namely competency, personality, and religiosity. Competency concerns the ability to carry out tasks professionally which includes material competence (substance), methodology, and social competence. Personality concerns integrity, commitment, and dedication, while religiosity concerns knowledge, skills, and experience in the field of religion. With these three things, teachers will be able to become models and be able to develop exemplary behavior in front of their students. (Tobroni, 2008) Therefore, if a teacher wants to play a role in improving the abilities experienced by students in reading the Qur'an, he should instill a sense of love for the Qur'an in his students first, and a teacher should be the first role model for his students. (Jannah, 2019). Exemplary behavior in education is very important and more effective, especially in the context of developing a religious atmosphere in schools, students understand or understand better if a teacher is imitated. Exemplary behavior is a very good medium for developing a religious atmosphere. "Exemplary education for students is the key to success in preparing and shaping children's spiritual and social morals. (Ramayulis, 2004) The exemplary method is the most influential method in educating, especially in shaping personality, the perfect example is the example of the Prophet, who can be a reference for teachers as the main role model so that students or students have an educator figure who can be a role model. The teacher as a role model here means that an Islamic religious education teacher must set an example, namely instilling a culture of reading the Qur'an in schools so that this culture will help overcome students' difficulties in reading the Qur'an.

Third, Teachers as Facilitators, Islamic Religious Education Teachers act as facilitators who help students understand and practice how to read the Qur'an. (Arina, et.al, 2023) Islamic religious education teachers will provide services, facilities, or conveniences in learning process activities,for example by creating an atmosphere of learning activities that are in harmony with student development, then the learning process will take place effectively so that learning objectives will be achieved optimally. As a facilitator, the teacher's job is to help make it easier for students to learn. Thus, teachers need to understand the characteristics of students including learning styles, and basic ability needs that students have (Sanjaya, 2008). As a facilitator, Islamic religious education teachers provide adequate facilities to students to overcome reading difficulties, one of which is bringing in teachers from outside so that students are enthusiastic about reading the Qur'an. By building good relationships, understanding student needs, and using the right strategies, teachers can help students achieve their maximum potential and achieve their learning goals more effectively. (Anggraeni et al, 2024).

Fourth, Teachers as Evaluators, evaluators, teachers have the authority to assess students' achievements in academics and social behavior so that they can determine how successful or unsuccessful the learning that has been done, whether the material taught has been mastered or not by students, whether the methods used are appropriate. Therefore, the actual results may depend on the teacher's assessment and evaluation. (Aghnina, et.al, 2023) The role of the teacher referred to here is that in the learning process, the teacher is a very

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dominant determining factor in education in general, where the learning process is the core of the overall education process (Rusman, 2011). As an evaluator, the teacher is responsible for evaluating the results of students' reading of the Qur'an. The goal is to find out how far the students' abilities are so that it will increase students' enthusiasm for reading the Qur'an.

The role of religious education teachers in Islamic religious education is a conscious effort to prepare students to understand (know) and be skilled in implementing (doing) and practicing (being) Islam through educational activities. (Tafsir, 2008) Of the three aspects, "being aspect (being religious or living life based on Islamic teachings and values) is the main goal of Islamic religious education in schools. In other words, the most important thing in the process of Islamic religious education in schools is not the goal of making people who master Islamic religious knowledge, religious experts, or are good and skilled at implementing it, but the goal is to realize the values of Islamic religious teachings in real life for students, which are integrated into their daily personalities. In other words, religious education requires the realization of religious people.

In learning the Qur'an, especially at SMP Al Islam, students' ability to read the Qur'an is influenced by various factors, both internally and externally. These factors are interrelated and affect the level of difficulty faced by students in learning to read the Qur'an. In the context of research on the Role of Islamic Religious Education Teachers in Overcoming Students' Difficulties in Reading the Qur'an at SMP Al Islam, several important factors that affect the ability to read the Qur'an include language skills, interests, and attitudes, reading habits, knowledge of reading procedures, unstable emotions and attitudes, experiences, and basic abilities in reading the Qur'an. The following is a detailed discussion of these factors.

First, Language Ability, Language ability has a significant influence on the skill of reading the Qur'an. The Qur'an is written in Arabic, which has a different structure, phonology, and grammar from Indonesian. Many students have difficulty understanding and pronouncing the hijaiyah letters because they are not familiar with Arabic pronunciation. This difficulty is increasingly felt by students who have limited language skills, both in terms of understanding the meaning, mastering vocabulary, and pronouncing letters correctly. Based on an interview with Mrs. Ummi Tadzkiroh, a PAI teacher at SMP Al Islam, most students who have difficulty reading the Qur'an are those who are not familiar with Arabic. According to her, students who are more proficient in reading the Qur'an usually have a religious education background or a family that supports Arabic language teaching at home.

Second, Interest and attitude towards reading the Qur'an, students' interest and attitude towards learning the Qur'an are also key factors in influencing their abilities. Students who have a high interest and positive attitude toward learning the Qur'an tend to be more active and motivated to learn. On the other hand, students who have low interest or negative attitudes towards religious studies, especially those reading the Qur'an, tend to experience difficulties due to a lack of motivation to practice. In classroom observations, it was seen that students who showed great interest in religious studies more often asked questions and actively participated in discussions. They were also more disciplined in carrying out reading assignments at home. On the other hand, students who were not interested tended to be passive, lazy to practice, and considered learning to read the Qur'an as a burden.

Third, Reading habits, reading habits outside of school hours greatly affect students' ability to read the Qur'an. Students who are accustomed to reading the Qur'an every day at home tend to have better abilities compared to students who only read when there are lessons at school. Consistent reading habits help students to recognize letters more quickly, understand tajwid, and improve fluency. Based on the results of interviews with several students, those who have the habit of reading the Qur'an at home, either accompanied by their parents or

independently, can read better at school. This habit is one of the main determining factors for their success in overcoming difficulties in reading the Qur'an.

Fourth, Knowledge of reading procedures (tajwid), Students' understanding of tajwid, namely the rules in reading the Qur'an, is also a very important factor. Students who do not master tajwid will have difficulty reading correctly. Tajwid not only regulates how to pronounce letters, but also the length of the reading, intonation, and clarity of voice. This lack of understanding causes errors in reading which can lead to errors in understanding the meaning of the Qur'an.

Mrs. Ummi Tadzkiroh emphasized that understanding tajwid is the basis for reading the Qur'an, and many students need more time to understand it. The Islamic Religious Education teacher at this school also continues to pay special attention to learning tajwid so that students can read correctly.

Fifth, unstable emotions and attitudes, Psychological factors such as unstable emotions and attitudes also affect students' ability to learn to read the Qur'an. Students who experience stress, pressure, or anxiety often have difficulty concentrating and are more likely to feel hopeless when faced with difficulties. These negative emotions can hinder their learning progress.

In interviews, several students stated that they felt anxious or afraid of making mistakes when reading the Qur'an in front of their teachers or friends and this affected their performance. Islamic Religious Education teachers also realized that students who experienced anxiety needed a calmer and more personal approach. Mrs. Ummi often provided encouragement and enthusiasm so that students felt more comfortable and confident.

Sixth, Experience, students' previous experiences in studying the Qur'an, either through religious studies, Islamic boarding schools, or in the family environment, greatly influenced their abilities. Students who have had more and earlier experience in learning the Qur'an tend to be quicker in mastering good reading. Conversely, students who do not have a strong religious education background will take longer to master reading techniques. The principal of SMP Al Islam Ngemplak also emphasized the importance of early religious education to build a strong foundation in reading the Qur'an.

Seventh, Basic ability to read the Qur'an. Students' basic ability to read the Qur'an also greatly determines their success in the learning process. Students who are not yet familiar with the hijaiyah letters or who still have difficulty distinguishing the makhraj of letters will certainly need more intensive guidance. The role of teachers in this case is very important to provide individual guidance according to the needs of each student.

Conclusion

Based on the explanation above regarding the Role of Islamic Religious Education Teachers in Overcoming the Difficulty of Reading the Qur'an of Students at SMP Al Islam Ngemplak, it can be concluded that the role of Islamic Religious Education teachers is as educators, role models, facilitators and motivators, while the factors that influence students' ability to read the Qur'an include language skills, especially in mastery of Arabic, interest and attitude towards learning the Qur'an, the habit of reading the Qur'an outside of school, knowledge of tajwid or the correct way to read the Qur'an, unstable emotions and attitudes that affect learning focus, previous experience in studying the Qur'an, basic ability to read the Qur'an possessed by each student.

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